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ABSTRACT

Designed to assist persons at the local level in submitting an application for funds under the Migrant Education Program, this guide includes those items in which applicants may need direction in preparing the application and those which have been changed from previous years. After discussing the program's purpose, requirements and limitations, the guide describes the codes and functions for the instructional and support activities which may be included in the application and approved by the state education agency; the minimum and expanded accounts; and the job assignments of the regional service center, cooperative, and local education agency (LEA) personnel employed with migrant funds. Step-by-step instructions for completing each of the application's four parts are provided: application for federal assistance, project approval information, budget summary and breakdown, and project narrative. A description of the role of the administering and fiscal agent and of the LEA in cooperative projects is followed by instructions for completing cooperative applications. The final section discusses the purposes of amendments and program changes and provides instruction for completing project amendments/program changes. Appendices include samples of an application for federal assistance, a completed application form, an application to amend a project, and a budget breakdown. (NQA)

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APPLICATION GUIDE FOR MIGRANT EDUCATION PROGRAM FUNDS

RC 01 3464

MIGRANT EDUCATION SECTION
DIVISION OF FEDERAL PROGRAMS
ARKANSAS DEPARTMENT OF EDUCATION
LITTLE ROCK, ARKANSAS 72201

1982

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MEMORANDUM

TO: Migrant Education Personnel

FROM: Mr. Roland A. Carpenter, Associate Director for Federal Programs
Mr. Louie Counts, Coordinator, Migrant Education

SUBJECT: Application Guide for Migrant Education

This guide has been prepared by the staff of the Migrant Education Section to assist persons at the local level in submitting an application for funds under the Migrant Education Program. We have included only those items in which you may need direction in preparing the applicaton and those which have been changed from previous years.

It is our hope that you will use the guide as you prepare your application for funds. Should you need further assistance in this matter, please contact the appropriate staff members for your area within the Migrant Education Section.

"An Equal Opportunity Employer"

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MIGRANT EDUCATION PROGRAM

CALENDAR OF EVENTS

June 1, Annually, is the final date for receiving proposals when funding for July is expected. A project must be in substantially approvable form before funding begins.

May 7, Annually, the evaluation forms and the Social Growth Data Sheets for the previous fiscal year must be submitted to Regional Service Center II at Prairie Grove.

July 1, Annually, the earliest date possible for beginning any project expenditures.

July 15, Annually, is the date on or before which the Annual Financial Report is due for projects of the previous fiscal year that do not contain a summer program.

August 15, Annually, is the date on or before which the Annual Financial Report is due for projects of the previous year that contain summer programs.

December 1, Annually, is the final date for receiving amendments or program changes requesting a transfer of funds to the supplies or equipment categories.

December 31, Annually, is the final date for placing purchase orders for supplies or equipment.

January 15, Annually, is the due date for receiving mid-year financial reports.

April 1, Annually, is the final date for submission of amendment or program changes to the regular or summer school budget (expect supplies or equipment which must be done by December 1st).

THIS STATE CALENDAR OF EVENTS IS INCLUDED FOR USE BY THE LEA IN PROGRAM OPERATION. THIS IS AN IMPORTANT DOCUMENT.

APPLICATION GUIDE

SECTION I - GENERAL

A. Purpose of the Migrant Education Program.

Migrant Education funds are authorized by congress as part of Chapter I, Education Consolidation and Improvement Act (ECIA). These funds are designed to provide supplementary educational and support services to meet the special needs of eligible migrant children. Funds for this purpose are provided as a grant to the Arkansas Department of Education and are administered by the Migrant Program Section, Division of Federal Programs. The use of these funds is limited to providing educational and support activities to these eligible migrant children who have been properly identified.

Upon determination that a local school district has enrolled a significant number of eligible migrant students, the district may submit an application for funds to the Migrant Education Program Section. The application for program funds must be completed on the forms provided by the SEA and will be submitted in accordance with all appropriate regulations.

B. Program Requirements and Limitations.

1. Students to be Served.

Funds provided through the Migrant Education Program may be used only to provide services for eligible migrant students. The use of these funds for any other purpose is prohibited by the regulations. In developing the project, the school district staff should design both the instructional and support activities to meet the documented priority needs of those eligible migrant children who are enrolled in the district.

2. Application Requirements

Each local education agency which desires to participate in the State Migrant Education Program is required to submit an application to the Migrant Program Section that is detailed enough to allow the SEA to

determine if the proposed project satisfies: (1) the requirements of the Act; (2) all regulations that apply; and (3) the provisions of the approved State Annual Program Plan. The application forms are provided by the SEA. In its application, the LEA shall include the following:

a. A description of the project to be carried out by the LEA.

b. An explanation of the relationship between the project and the Arkansas Annual Program Plan.

c. The objectives to be achieved for each grade group.

d. The estimated number of eligible migratory children living in the area to be served by the project and the estimated number of these children who will be served.

e. A description of each service to be provided and its estimated cost.

f. The types and number of staff to be employed.

g. A description of how the LEA will involve parents.

h. A description of how the LEA will coordinate the project activities with other agencies and organizations.

i. A description of how the LEA ensures that no eligible migratory child will be prevented from benefiting fully from the projects' services because of limited English speaking skills.

j. A detailed breakdown of each expenditure by program component.

k. Any other relevant information which may be required by the SEA.

3. Staff Utilization.

Persons employed under the Migrant Education Program will be utilized only for the purposes of the project. These persons will not be used to perform district or other tasks which are not related to the program, maintain study halls, keep study halls, or to provide instruction to students who are not eligible migrant children. However, the district may require a migrant staff member to attend general school or district meetings or training sessions which are required of any other district staff member.

C. SEA Staff Assistance.

The Migrant Education Program Section employs a Coordinator of the program and two Area Supervisors. Generally, one Area Supervisor is assigned to the western part of the state and one is assigned to the eastern part of the state. Should you need assistance in preparing an application for funds, you should contact the appropriate Area Supervisor.

SECTION II - DESCRIPTION OF PROGRAM COMPONENTS

Migrant Education funds are used primarily to provide supplementary instructional activities to eligible migrant children which are in addition to those provided by the school district through the regular program. Although the majority of funds are used for instructional services, a local school district may submit an application which includes components for both instructional and support activities. The Codes and Functions for the instructional and support activities which may be included in the application and approved by the SEA are described as follows:

A. Instructional Activities - Codes and Functions

1. 151 Basic Skills

   This activity refers to special instruction for migrant children in two or more of the basic skills areas of language arts, reading, and/or mathematics provided through one specially designed activity.

2. 153 Language Arts

   The language arts activity serves to supplement regular English or other language courses. The content of the 153 language arts is usually basic in that attention is focused on the mechanics of language, i.e., spelling, grammar, vocabulary, paragraph organization, etc.

3. 156 Reading

   This activity provides migrant children with special assistance in the basic skills of reading which is in addition to the regular reading program.

4. 157 Mathematics

   The math activity provides migrant children with special assistance in the basic skills of math which is in addition to the regular math program.

5. 159 Other Programs

Other Programs refer to the adoption of innovative compensatory education programs which may be developed and approved as priorities and needs change and which are not already specified in the instructional activities allowed. These programs must have prior approval of the SEA.

B. Support Activities - Codes and Functions

1. 211 Attendance and Social

Included within this function is the provision of those services which are unavoidable and are deemed essential to meeting the attendance and social needs of migrant children and their continued attendance in school.

2. 212 Guidance

The guidance function refers to the provision of supplemental counseling and testing services for migrant children.

3. 213 Health

The health function provides for meeting the medical, dental, and nursing needs of low income migrant children when those needs cannot be met by the district nor other service agencies.

4. 221 Improvement of Instruction

Services provided through this function include those designed specifically to improve instruction provided to migrant children. Included among the activities which may be approved are those related to development, curriculum development, and parent involvement.

5. 232 Executive Administration

Allowable costs included in the executive administration function include the salaries of approved migrant administrative staff members. Additional items appropriate to this function include the cost of maintaining the office of the migrant coordinator (to be used exclusively for migrant education) as well as expenses related to travel by migrant administrative staff members.

6. 252 Fiscal

Direct costs related to the financial accounting of the migrant education program are included in this function.

7. 253 Facilities Acquisition

Major remodeling, facility acquisitions, and remodeling deemed necessary to serve more adequately the needs of migrant children is included in this function. Additionally, the costs of installation of equipment may be included. Special and prior approval must be given by the SEA.

8. 254 Operation and Maintenance

   Funds budgeted in this function include those expenses incurred for the care and upkeep of buildings and equipment used for the migrant program and specifically to carry out operation and maintenance of plant.

9. 255 Pupil Transportation

   The cost of transporting migrant children to a migrant summer school program is included within this function. Allowable budgeted items include the cost of transportation on a per mile basis, operation and maintenance, etc.

10. 262 Planning, Research Development, and Evaluation

    Expenses related to purchased services from consultants and other persons for the purpose of planning, program management, research development, and evaluation in regard to migrant education are included in this function.

11. 360 Welfare Activities

    Personal items and/or services for migrant children which are considered essential to their success in the migrant program and which are unavailable elsewhere, are included in this function. Items and/or services may include eye glasses, clothing, work-study program, etc. This may be used only for low-income children.

12. 440 Indirect Costs

    Indirect costs related to the operation and management of the migrant education program are included in this function. The rate shall be the restricted rate approved by the Department of Education and may be approved for LEA's and the Cooperative Administrative District.

SECTION III - DESCRIPTION OF ACCOUNTS

In developing the application, the local school district must submit a Budget Summary (Part III) and a Budget Breakdown which includes each of the instructional and support activities contained in the application. For each of the program components (Codes and Functions) used in the project, the expenditures must be placed in the Budget Summary and in the Budget Breakdown as described in the minimum accounts listed below. The minimum accounts have been expanded to provide the LEA with a more detailed view of these expenditures which are authorized under the Migrant Education Program. These accounts are as follows:

A. Minimum Accounts

1. 10 - Personnel

   Budgeted amounts in this account include project employee salaries in addition to funds set aside for sick leave.

2. 20 - Fringe Benefits

   Fringe benefits listed here should include expenditures of the employer for social security, retirement, insurance and unemployment.

3. 30 - Purchased Services

   Items included in this account are those related to reimbursement for expenses incurred as a result of program travel and contracted services from persons and agencies.

4. 40 - Supplies and Materials

   Supplies and materials include those used in the instructional program, supporting activities, and in the management and operation of the project.

5. 50 - Capital Outlay

   Items included in this category include new items of equipment, remodeling, and the addition of new facilities.

6. 60 - Other Objects

   Items related to insurance premiums, bonds, and indirect costs are included in this account.

B. Expanded Accounts

1. 10 - Personnel

   11 Certified staff salary
   12 Non-certified staff salary
   13 Substitute teacher salary
   14 Part-time staff salary

2. 20 - Fringe Benefits

   21 Social Security
   22 Teacher Retirement
   23 State Employee Retirement
   24 Group Insurance (Employee Share)
   25 Unemployment Insurance

3. 30 - Purchased Services

   31 Professional and Technical
   32 Property (Public utilities except telephone, cleaning, repairs, maintenance and property rental).

33 Transportation (Pupil contracted transportation and reimbursement for employee travel or per diem).
34 Communication (Telephone, telegraph and postage).
35 Advertising
36 Printing and Binding
37 Tuition
38 Food (On a per meal basis).

4. 40 - Supplies and Materials

41 Supplies
42 Textbooks
43 Periodicals and Audio-Visual materials.

5. 50 - Capital Outlay

52 Buildings
53 Site improvements
54 Equipment
55 Vehicles

SECTION IV - DESCRIPTION OF JOB ASSIGNMENTS

The applicant must identify by position and job assignment each staff member employed with migrant education funds. These positions and the full-time equivalency (FTE) for each must be listed on the Budget Breakdown for each of the program components (Code and Function) used in the project. Positions which are authorized under the Migrant Education Program and a brief description for each position is as follows:

A. Regional Service Center Personnel

1. Regional Director

The Regional Director is responsible to the state office for directing and supervising all activities of the Regional Service Center. This person also coordinates activities between the Center and local education agencies. Additionally, the Regional Director coordinates the training activities within the regions and provides technical assistance to LEA's within the region.

2. Educational Consultant

The major responsibilities of the educational consultant include directing the inventory, maintenance, delivery, and collection of instructional materials at the regional level, developing training activities for instructional personnel, and providing technical assistance to LEA Migrant Instructional personnel.

3. Regional Recruiter/Monitor

This person supervises the identification of migrant children and approves their eligibility within the region. The Regional Recruiter/Monitor assists in matters pertaining to recruiting and record keeping and reviews and communicates critical data received from MSRTS to the LEA.

4. Migrant Health Nurse

The Migrant Health Nurse directs the health related activities of the cooperative. This person coordinates health programs and services within the coop and performs specific tasks related to providing health services to eligible migrant children.

B. Cooperative and LEA Personnel

1. Cooperative Director

This person directs the activities of the cooperative which includes all funding units. Additionally, the Director supervises the activities of the Coop staff members and coordinates activities between the project and service centers, project and local funding units, and project and state office.

2. Cooperative Bookkeeper/Secretary

The Cooperative Bookkeeper/Secretary is primarily responsible for managing the Coop budget, performing tasks related to the fiscal operation of the cooperative, and performing daily secretarial tasks.

3. Migrant Health Nurse

The Migrant Health Nurse directs the health related activities of the cooperative. This persons coordinates health programs and services within the coop and performs specific tasks related to providing health services to eligible migrant children.

4. Terminal Operator

This person directs the operation of the terminal, coordinates the transmittal of records from the LEA's to the MSRTS and assists the LEA's in the recordkeeping function.

5. Migrant Education Teacher

The Migrant Education Teacher directs the migrant instructional activities within the classroom and coordinates and communicates the migrant program at the local level.

6. Tutorial Aide

The Tutorial Aide provides instructional activities to migrant children under the direction of the classroom teacher and performs specific tasks related to conducting the Migrant Education Program.

7. Records Clerk/Recruiter

This person directs the recruiting and recordkeeping operation at the local level. Additionally, the Recruiter/Records Clerk coordinates the transmittal of records from the local level to the appropriate terminal and performs specific tasks related to the transmittal of migrant student records. As time permits, this person may perform the duties of the Tutorial Aide.

SECTION V - INSTRUCTIONS FOR COMPLETING APPLICATION

An application for Migrant Education funds must be submitted to the Migrant Program Section on the Application for Federal Assistance which may be found in Appendix A of the Guide. These forms may be obtained from the Migrant Program Section. A sample of a completed application form may be viewed in Appendix B of the Guide.

The application form shall be used to apply to the Arkansas Department of Education, Division of Federal Programs, Migrant Education Section for assistance for the Migratory Program, Education Consolidation and Improvement Act (ECIA). Five copies of the completed application which will include the yellow, blue, green, and two white copies should be submitted. The application forms include PART I (Application for Federal Assistance), PART II (Project Approval Information), PART III (Budget Summary Page), PART IV (Program Narrative), and an Assurance of Compliance. In addition, a Budget Breakdown is submitted with the Budget Summary.

In regard to completing the application, the applicant should follow the instructions below.

PART I - Application for Federal Assistance

Item 1. Enter "NA"

Item 2. Enter applicant's application number - FY____ -_____

Item 3. Enter the name of the State, the name of the primary organizational unit to which the application is addressed, the name of the administrative office having direct operational responsibility for managing the program, the complete address of the state agency as follows:

Arkansas Department of Education
Division of Federal Programs
Migrant Education Section
Arch Ford Education Building
Little Rock, Arkansas 72201

Item 4. Enter the name of the applicant and the complete address of the applicant.

Item 5. Enter the descriptive name of this project as follows: Application For A Program Grant, Migrant Program, Chapter I, ECIA.

Item 6. Enter "13.429".

Item 7. Enter the total amount that is allocated from the State Migrant Office. This amount should agree with the total amount shown on the Budget Page.

Item 8. Check "other" and specify the type of applicant (e.g., Local Educational Agency).

Item 9. Check the type of application:
(a) NEW GRANT - an action which is being submitted for the first time by the applicant.
OR
(b) SUPPLEMENTAL GRANT - An action which pertains to an increase in the amount of migrant funds for the same period.

Item 10. Check "Grant"

Item 11. Enter the total number of migratory children benefiting from this project.

Item 12. a. Enter the congressional district in which the applicant is located.
b. Enter the congressional district(s) in which the actual work on the project will be accomplished.

Item 13. Enter the number of months that will be needed to complete the project after funds are made available.

Item 14. Enter the approximate date the project is expected to begin.

Item 15. Enter the date the application is submitted.

Item 16. The Superintendent of schools or his authorized representative must sign the project application.

PART II - Project Approval Information

Negative answers will not require an explanation unless the state agency requests more information at a later date. Provide supplementary date for all "YES" answers in the space provided in accordance with the following instructions:

Items 1 through 9 - Enter "NO"

Item 10. Enter "YES", Show the Federal Domestic Assistance Catalog number, the program name, the type of assistance, the status and the amount of each project where there is related previous, pending or anticipated assistance. EXAMPLE: National School Lunch Program Federal Catalog No. 10.555

PART III - Budget Summary and Budget Breakdown

This part contains the Budget Summary and the Budget Breakdown. Each of the instructional and support activities (Program Components) listed in the project should be broken down into the various budget categories on the Budget Summary. The items of expenditures should be listed separately on the Budget Breakdown. The Project Narrative should include an explanation of all items of expenditures placed on the Budget Summary.

The instructions below should be followed by the applicant in completing the Budget Summary and the Budget Breakdown.

Budget Summary.

Column (1) Enter the code for each Instructional or Support activity used in the project (151,156,221, etc.).

Column (2) Enter the name of the function for each Instructional and Support activity used in the project (Basic Skills, Reading, Improvement of Instruction, Health, etc.).

Column (3) Enter the number of students in grades K-8 to be served in each of the Instructional and Support activities.

Column (4) Enter the number of students in grades 9-12 to be served in each of the Instructional and Support activities.

Column (5) Enter the full-time equivalency (FTE) for each professional or certified person to be employed in each of the Instructional and Support activities. (1.00 FTE is full time, .50 FTE is half-time, etc.).

Column (6) Enter the full-time equivalency FTE for each non-professional person to be employed in each of the Instructional and Support activities.

Column (7) Enter the total amount of Employee Salaries of the persons employed in each of the Instructional and Support activities.

Column (8) Enter the total amount of funds budgeted for Employee Benefits in each of the Instructional and Support activities.

Column (9) Enter the total amount of funds budgeted for Purchased Services in each of the Instructional and Support activities.

Column (10) Enter the total amount of funds budgeted for Supplies and Materials in each of the Instructional and Support activities.

Column (11) Enter the total amount of funds budgeted for Capitol Outlay in each of the Instructional and Support activities.

Column (12) Enter the total amount of funds budgeted for Other Objects in each of the Instructional and Support activities.

Column (13) Enter the total amount of funds budgeted in each of the Instructional and Support activities (add Columns (7), (8), (9), (10), (11), and (12).

Program Totals Enter the total of all Columns (3) through (13).

Budget Breakdown

The Budget Breakdown is a detailed breakout of Columns (7), (8), (9), (10), (11), and (12) in each of the Instructional and Support activities which are listed on the Budget Summary. The breakdown will include by code and function each staff position and each separate item of expenditure.

Column (1) Enter each code and function (Instructional and Support activity) listed in the Budget Summary (151 Basic Skills, 156 Reading, 213 Health, etc.).

Column (2) Enter each staff position and FTE for each Instructional and Support activity and each specific item of expenditure separated by object category (category 10, 20, 30, 40, 50, 60).

Column (3) Enter the total amount of funds budgeted for each item entered in Column (2).

PART IV - Project Narrative

The Project Narrative provides a detailed explanation of the Instructional and Support activities the LEA proposes to implement. In addition, the Project Narrative addresses those items required by regulations and by the SEA. The narrative provides justification for all budget items and the programs and services provided by the project. A total of ten items are included and a brief explanation of each are as follows:

I. NEEDS ASSESSMENT

The needs assessment should include the results of a local needs survey which documents the number of migrant children to be served in all categories to include Interstate Migrant Children, Intrastate

Migrant Children, and Former Migrant Children. The needs assessment should also provide justification for the programs and services proposed in the project.

II. OBJECTIVES AND NEED FOR ASSISTANCE

A. Objectives. A total of from one to five overall project objectives should be included in this section. These objectives should state who will be involved, what is to be accomplished, when the activity will be performed, where the activity will take place, and the evaluation criteria to be used.

B. Need For Assistance. The applicant should state the characteristics of need. Explain why the choice was made to provide the programs and services proposed in the project. The applicant should list the priorities of needs to be addressed as determined in the needs assessment noting any differences in the priorities established by the needs assessment and the priorities followed in the proposed program.

III. PROJECT DESCRIPTION

The applicant should include in this section a complete description and explanation of all program components included in the Budget Summary which includes each Instructional, Support, Staff Development, and other activities. Funds allocated for any of the activities appearing in the budget must be explained. For each of the activities proposed in the project, the following should be included:

A. Approach. Included in this topic should be a description of the number of students and the grade levels to be served, setting in which programs and services will be offered, method of delivering the programs and services to the children, instructional materials to be used, and the expected impact the programs and services will have on the participants.

B. Personnel. The applicant should describe the number of staff members who will be employed in the activity and the method in which these persons will provide the programs and services to the students.

IV. SIZE, SCOPE, QUALITY

The applicant should include in this section specific information in regard to each program and service provided to the children. For each of the programs and services listed on the budget, the LEA should list the specific program objectives, procedures to be employed, and the enrollment for each grade level.

V. EQUIPMENT ITEMIZED AND ESTIMATED COSTS

Included in this section should be a description of the equipment to be purchased, the estimated costs, and a justification for each item. The applicant should obtain prior approval from the SEA office before completing this section.

VI. COORDINATION WITH LOCAL, STATE, AND OTHER FEDERAL EFFORTS

Describe the coordination of efforts made to assist in procuring services for migrant students with all agencies. Included, but not restricted to, are such agencies as County and State Health Departments, regular Chapter I, free or reduced lunch programs, local PTA, Civic Clubs, EOA and others.

VII. INTERSTATE AND INTRASTATE COOPERATION

Utilization of MSRTS is a cooperation item to be listed here. List also any errors between sending and receiving school and vice-versa, which would provide better and more efficient ways to meet the Migrant students' needs.

VIII. DISSEMINATION AND REPORTING

Dissemination and reporting may be carried out in many ways. News media is one of the most apparent means of informing the public concerning the project activities. Newsletter, parent visitation days and PTA programs are others. These and other dissemination and reporting methods should be outlined under this heading.

IX. PARENT INVOLVEMENT

The applicant should describe the method in which parents of children served are involved in the planning, operating, and evaluation of the program.

X. EVALUATION

Evaluation of the project is the determination of how well the measurable objectives of the project were met. There should be a local evaluation for the LEA's information which is supported by data gathered at the local level.

Region II Service Center, Prairie Grove, Arkansas 72753 will perform the yearly State Migrant Program Evaluation. Instruction and materials for the evaluation will be given to schools during August and early September.

SECTION VI - COOPERATIVE PROJECTS

In order to provide the necessary administrative and fiscal support to the State Migrant Program, a local education agency who receives migrant funds is assigned to a Migrant Cooperative. A school district located within the area of the cooperative is selected to serve as the "lead district" in terms of administrative and fiscal support. Full-time staff members are employed by this district to work with the school districts in the cooperative. In regard to completing the application, the following information is provided:

A. Role of Administering and Fiscal Agent

The school district which has been designated as the "lead district" for the cooperative will serve as the administrative and fiscal agent for all districts in the cooperative. Local education agencies making application for funds will submit the completed application form to the Cooperative Director for review. The Cooperative Director will consolidate the application from all member school districts and submit one application from the Cooperative. The Cooperative Director and other staff members at the cooperative will work closely with appropriate persons at the local school district to complete the application form.

B. Role of the LEA in Cooperative Projects

The local school district will be responsible for the preparation of its own application for funds and submitting the completed application form to the Cooperative Director. Local districts will complete a needs assessment and design the program in accordance with appropriate regulations.

C. Instructions for Completing Cooperative Applications

As described above, the local school district will prepare an application and submit to the Cooperative Director. The Cooperative Director will consolidate the application from all school districts in the cooperative. As a minimum, the consolidated application will include a Budget Summary and Budget Breakdown from each of the school districts in the cooperative, the Migrant Cooperative, and for the total Cooperative. Provided that prior approval is obtained from the Area Supervisor, Migrant Education Section, a cooperative may submit one application for the cooperative which will include the Budget Summary and Budget Breakdown as listed above.

SECTION VII - PROJECT AMENDMENTS/PROGRAM CHANGES

In order to provide guidance and direction to migrant persons throughout the State in regard to submitting Project Amendments and Program Changes, the following information is provided:

A. Purposes of Amendments and Program Changes

Whenever an applicant needs to make changes in the approved project, the applicant will submit either a Project Amendment or a Program Change. A Project Amendment is used only when the LEA is requesting additional funds from those previously approved in the project. Program changes are used by the applicant when funds are moved around to accommodate program changes and when no additional funds are required.

B. Instructions for Completing Project Amendments/Program Changes

The LEA requests a Project Amendment or a Program Change on the form Application to Amend a Project. The final date for submitting Project Amendment or Program Changes requesting a transfer of funds to purchase supplies or equipment is December 1. April 1 is the final date for submitting Project Amendments or Program Changes other than for supplies and equipment. When submitting Project Amendment or a Program Change, the LEA should submit only those pages that are changed. A copy of the form to be used is enclosed as Appendix C.

APPENDIX A

OMB NO. 80-R0184

APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

1. STATE CLEARINGHOUSE IDENTIFIER

2. APPLICANT'S APPLICATION NUMBER

3. FEDERAL GRANTOR AGENCY

Arkansas Department of Education

ORGANIZATIONAL UNIT

Division of Federal Programs

ADMINISTRATIVE OFFICE

Migrant Education Section

STREET ADDRESS - P.O. BOX

Arch Ford Education Building

CITY: Little Rock, STATE: Arkansas ZIP CODE: 72201

4. APPLICANT NAME

DEPARTMENT DIVISION

STREET ADDRESS - P.O. BOX

CITY COUNTY

STATE ZIP CODE

5. DESCRIPTIVE NAME OF THE PROJECT

Application For A Program Grant, Migrant Program, Chapter I, ECIA

6. FEDERAL CATALOG NUMBER

13.429

7. FEDERAL FUNDING REQUESTED

$

8. GRANTEE TYPE

_____ STATE, _____ COUNTY, _____ CITY, _____ OTHER *(Specify)*

9. TYPE OF APPLICATION OR REQUEST

_____ NEW GRANT, _____ CONTINUATION, _____ SUPPLEMENT, _____ OTHER CHANGES *(Specify)*

10. TYPE OF ASSISTANCE

_____ GRANT, _____ LOAN, _____ OTHER *(Specify)*

11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT

13. LENGTH OF PROJECT

12. CONGRESSIONAL DISTRICT

a.

b.

14. BEGINNING DATE

15. DATE OF APPLICATION

16. THE APPLICANT CERTIFIES THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

TYPED NAME	TITLE	TELEPHONE NUMBER		
		AREA CODE	NUMBER	EXTENSION
SIGNATURE OF AUTHORIZED REPRESENTATIVE				

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NEW GORT

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[redacted] PA[redacted] II [redacted] UDG[redacted] UMM[redacted]

FUNC-TION	PROGRAM COMPONENTS	NO. PUPILS K-8	NO. PUPILS 9-12	STAFF FTE PROF.	STAFF FTE N.P.	(10) EMPLOYEE SALARIES	(20) EMPLOYEE BENEFITS	(30) PURCHASED SERVICES	(40) SUPPLIES MATERIALS	(50) CAPITAL OUTLAY	(60) OTHER OBJECTS	TOTAL
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
150	INSTRUCTIONAL ACTIVITIES											
200	SUPPORT SERVICES											
200	STAFF DEVELOPMENT SERVICES											
200	OTHER SERVICES											
	PROGRAM TOTALS											

BUDGET BREAKDOWN

(List each staff position by FTE and each item expenditure separately by object category)

(1) CODE AND FUNCTION	(2) STAFF POSITION AND FTE OR ITEM EXPENDITURE	(3) TOTAL COST

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

_____ (hereinafter called the "Applicant")
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated _____ _____
(Applicant)

By _____
(President, Chairman of Board, or comparable authorized official)

_____

_____
(Applicant's mailing address)

HEW-441
(12-64)

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PART IV - PROJECT NARRATIVE

(Use additional pages if necessary)

I. NEEDS ASSESSMENT:

II. OBJECTIVES AND NEED FOR ASSISTANCE:

III. PROJECT DESCRIPTION: Instructional, Support Services, Staff Development, Other

IV. SIZE, SCOPE, QUALITY: Number of children served, what grades and measurable objectives

V. EQUIPMENT ITEMIZED AND ESTIMATION COSTS:

VI. COORDINATION WITH LOCAL, STATE AND OTHER FEDERAL EFFORTS:

VII. INTERSTATE AND INTRASTATE COOPERATION:

VIII. DISSEMINATION AND REPORTING:

IX. PARENT INVOLVEMENT:

X. EVALUATION:

APPENDIX B

The following was completed as an application sample to assist in writing the program narrative. It will not be applicable nor complete in all situations and should be expanded or changed to meetthe needs of each individual school.

APPENDIX B

Sample

PART IV - PROJECT NARRATIVE

I. NEEDS ASSESSMENT

A Needs Assessment, utilizing the survey methods, was conducted during the month of April in the _____ School District. Involved in the survey was parents of migratory students, students, teachers, and administrators. The survey included forty parents, forty students, fifteen teachers, and four administrators. The following priorities were established:

1. Remedial Reading
2. Remedial Math
3. Health and Dental Services
4. Personnel Services
5. Physical Education

It was determined by the Parent Council and Programs Planning Committee to recommend programs involving the first four priorities for the project for the _____ school year.

The anticipated enrollment is divided as follows:

1. Grade Level — Number

   a. Kindergarten _____
   b. Elementary _____
   c. Secondary _____

2. Category

   a. Interstate _____
   b. Intrastate _____
   c. Former _____

II. OBJECTIVES AND NEED FOR ASSISTANCE

Objectives:

A. Principal Objectives:

1. During the _____ school year the _____ School District will operate migrant programs in accordance with the State and National guidelines as shown by State approval of reports and State Monitoring visits.

2. During the _____ school year in the _____ School District will provide positive reinforcement in remedial reading by meeting program objectives as measured by local and state evaluation.

3. Same as Above - insert remedial mathematics instead of remedial reading.

4. During the ____ school year the _____ School District will provide mini-physical and dental checks for referral purposes for all migrant students enrolled in the district as measured by health records.

Sample

5. During the _____ school year the _____ School District will provide limited support services for students who have been determined to be most severe in need as indicated by school records.

Need for Assistance:

Needs Assessment Survey Results

1. The evaluation of the _____ migratory education program indicated that:

   a. There were___elementary and____secondary students who were one or more grade levels below their expected level in reading as indicated by the use of the SRA Achievement Test.

   b. There were___elementary and____secondary students who were one or more grade levels below their expected level in mathematics as indicated by the use of the SRA Achievement Test and the Reuben Test of Mathematical Ability.

   c. There were___students who were anticipated to be in need of dental assistance during the _____ school year.

   d. There were___students who were anticipated to be in need of medical assistance during the _____ school year.

   e. There were___students who were in need of clothing and__students who were in need of glasses, however, it is to be noted that local civic clubs in the school district performed these services for these students.

2. The on-site monitoring indicated that there were___elementary students who were instructed in reading that were returned to the regular classroom for instruction because of reading improvement. It was also indicated that although____students left the district and____students who were classified as migratory students enrolled for the first time the number of students who were indicated to be in need of the existing services remained approximately the same.

3. The SEA-LEA program directors conferences indicated needed alterations in programs and discussed the national and state priorities for the _____ school year.

4. School planning conferences indicated that the most needed services for the migratory students to be provided were those listed in the survey and recommended that no changes be made until the second week of school, at which time needed changes could be made if the need indicated.

5. Parental conferences indicated that the programs for the migratory students enrolled in the _____ School District were operating in an approved manner during the _____ and that such programs should be operated during the _____ school year.

6. The resources available from community sources showed an increase in the area of glasses and parent volunteers for teacher aides as well as field trip participants.

Sample

III. PROJECT DESCRIPTION: Instructional, Support Services, Staff Development, Other

A. Instruction

1. Remedial Reading

a. Approach

Since the students to be assigned to the remedial classes are one or more grade levels below their expected level it was the decision of the program committee to provide special assistance for the students individually or in small groups. With specially trained staff members it is anticipated that these students will will be remediated to the point that they reach their anticipated reading level or at the minimum be able to function well as the present level and continue to progress. Individualization will be stressed in the remedial classes, each child being evaluated as to needs and those specific needs being met.

b. Personnel

Two certified reading teachers and two teacher aides will be employed in this activity. These staff members will work as two teams, one aide and one teacher forming a team. These teams will work closely with the regular classroom teacher to provide the needed assistance. Staff members:

2. Remedial Mathematics

a. Approach

Since the students to be assigned to the remedial classes are one or more grade levels below their expected level it was the decision of the program committee to provide special assistance for the students individually or in small groups. With specially trained staff members it is anticipated that these students will be remediated to the point that they reach their anticipated reading level or at the minimum be able to function well at the present level and continue to progress. Individualization will be stressed in the remedial classes, each child being evaluated as to needs and those specific needs being met.

b. Personnel

One certified teacher and two aides will be employed in this activity. They will provide instruction on an individualized basis and will work closely with the students regular classroom teacher. The teacher and two aides will work in one resource room together. Staff members: _____.

Sample

B. Support Services

There are an estimated _____ students in need of dental assistance. It is anticipated that the cost per student will be $_____ per child: $_____.

It is estimated that sixteen students will need medical assistance during the year. The average expenditure for the last four years has been $_____ per child: therefore the amount budgeted for this activity is $_____.

C. Staff Development

The _____ School District holds a four day preschool workshop each year for the instructional personnel employed by the district. Each participant is paid $_____ for attending.

IV. SIZE, SCOPE, QUALITY

A. Remedial Reading

1. Objective

Migratory students attending the remedial reading classes provided by the _____ School District's Migrant Program will show a gain of one month for each month enrolled in the program as measured by a pre and post test using SRA Achievement Test. The students will attend thirty-six weeks or until remediation is no longer needed.

2. Procedure

Each student will be released from the regular program to attend the forty-five minute remedial classes. No more than eight students may attend a teacher's class during one period. The teachers will be assigned one aide each and they will work as a team. The remedial teacher will communicate with the regular teacher at frequent intervals to plan the remediation. The instruction provided by the Migrant Program will be in addition to the regular reading program provided by the school district.

3. Enrollment

Grade two-_____students
" three- _____students
" four- _____students
" five- _____students
" six- _____students
" eight- _____students
" nine- _____students

B. Remedial Mathematics

1. Objective

Migratory students attending the remedial mathematics classes provided by the _____School District's Migrant Program will show

Sample

a gain of one month for each month enrolled in the program as measured by a pre and post test using the SRA Achievement Test. The students will attend thirty-six weeks or until remediation is no longer needed.

2. Procedure

Each student must attend the regular mathematics classes provided by the district. One certified teacher and two aides will work together in one resource room where the students will attend on a released time basis. Individualized instruction will be provided during the forty-five minute periods. The classroom teacher will be contacted frequently for planning the remediation for the students.

3. Enrollment

Grade two-_____students
" three-_____students
" four-_____students
" five-_____students
" six-_____students
" nine-_____students

V. EQUIPMENT ITEMIZED AND ESTIMATED COSTS:

No request was made in the budget for equipment

VI. COORDINATION WITH LOCAL, STATE AND OTHER FEDERAL EFFORTS:

The _____School District maintains contact with the offices of the County and State Health Departments to obtain assistance for migratory students' health needs. The University of Arkansas had provided diagnostic evaluations of students in the past and can be depended upon to continue the assistance. The local Lions Club provides glasses and a limited amount of clothing for students in need of these services. Free and reduced lunches are available to all qualifying students.

VII. INTERSTATE AND INTRASTATE COOPERATION:

The school district participates in the MSRTS. Correspondence with receiving and sending schools is maintained to gain any additional information not found on the sheet. Telephone calls are made to sending schools concerning student information needed immediately. Request for additional information concerning other state or federal programs which appear to meet a local program needs should be made.

VIII. DISSEMINATION AND REPORTING:

The _____School District provides a monthly newsletter for parents of migratory students. Parent Advisory Council meetings are held bi-monthly. The elementary school provides six parent conferences and secondary school provides for three such conferences to discuss the students' progress and to inform parents concerning school in general. The Migrant Program's Social Worker provides for opportunities for small group visitation by migratory parents. Newspaper articles will assist in reporting to parents. The above listed items are important in dissemination and reporting.

Sample

IX. PARENT INVOLVEMENT:

The dissemination activities listed above show that in many instances that these two activities are interlocked. The migrant program contact person is a key person in the involvement of parents in the school program. All parents are urged to attend school and school related meetings such as P.T.A., Booster Club and Band Parents. The local advisory council and parent participation in the program's needs assessment survey are added opportunities for parents involvement.

X. EVALUATION

The evaluation of the program for local purposes will include a series of monitoring reports. The teacher aide will file a weekly status report outlining in brief form the activities performed, problems encountered and need for information and/or material. The teacher will file a similar effectiveness report covering a months activities as well as a monthly supervising teacher's report concerning an evaluation of the teacher aide's activities. An evaluation or monitoring report will be filed by the Principal concerning again the operation of the Migrant Program in the individual school, (elementary, middle or secondary school) after viewing all reports and after continued supervision, problem areas will be noted as well as project needs. The Superintendent of the school will file a similar report concerning all facets of the project.

Evaluation of the program will be a continuous process as outlined in the monitoring section. The program coordinator will have the responsibility of filing the final evaluation reports as well as being involved in the operation of the activity. The effectiveness reports will be used as a planning tool for future programs. Failure to meet a reasonable objective would indicate a need to change the activity or to delete it in future programs.

The data will be divided into two categories, personal needs and educational needs. The data collected concerning personal needs will involve the students need for food, clothing, medical and dental assistance as well as any personal problems at home, while educational needs will have to do with the actual progress or need for assistance. The educational data will include a number of evaluations from various tests such as the SRA Achievement Test, the WRAT, Picture Peabody, Durrell, Roswell-Chall and others plus teacher evaluations. By giving a pre and post SRA, a pre-interim and post WRAT during the year, together with monthly teacher reports, weekly aides reports and monthly principals reports; it is felt that progress towards the goal can be adequately monitored.

The _____ School District will provide the Region II Migrant Service Center, Prairie Grove, Arkansas 72753 the requested data for State Evaluation purposes.

APPENDIX C

SECTION II: APPLICATION TO AMEND A PROJECT UNDER MIGRANT EDUCATION, CHAPTER I, ECIA

☐ Formal Amendment *(Use if additional money is requested)*
☐ Program Change *(Use to change budget categories-no total money change)*

Check all significant changes being requested:

☐ Addition of new project component(s)
☐ Deletion of approved project component(s)
☐ Changes in size and scope of approved component(s)
☐ Significant changes in project area
☐ Budget revisions only
☐ Other _____

SUMMARY OF ATTACHMENTS

Check below and ATTACH every amended page and/or narrative statement necessary to document all changes requested:

☐ Applications Pages
☐ Budget-Regular Program
☐ Budget-Summer Program
☐ Project Staff
☐ Schedule of Payments
☐ Revised Project Narrative Parts I through X (Identify)_____
_____
_____

☐ Other_____
_____
☐ Cooperative Project *(Identify schools involved in change)*_____
_____
☐ Explanation for deleted project component
☐ Explanation for budget changes

CERTIFICATIONS

The undersigned authorized representative hereby certifies that:

A. All assurances and certifications of the original project are applicable to this amendment proposal,
B. All provisions of the original project will remain in force except where superseded by this proposal, and
C. To the best of my knowledge, all information contained in this application is correct.

APPLICANT *(Legal Name of Agency)*			NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
MAILING ADDRESS *(Street, City or Town)*			SIGNATURE OF AUTHORIZED REPRESENTATIVE	
STATE	COUNTY	ZIP CODE	TELEPHONE NUMBER	DATE SIGNED
NAME AND TITLE OF CONTACT PERSON			MAILING ADDRESS	TELEPHONE NUMBER

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BUDGET BREAKDOWN

(List each staff position by FTE and each item expenditure separately by object category)

(1) CODE AND FUNCTION	(2) STAFF POSITION AND FTE OR ITEM EXPENDITURE		(3) TOTAL COST
151 Basic Skills	10	Salary of Teacher (1.00 FTE)	$ 12,500
		Salary of Tutorial Aide (.50 FTE)	3,000
	20	Benefits of Project Staff	3,625
	30	Reimbursement for travel for staff to attend training	200
	40	Instructional materials for classroom	500
		TOTAL	$ 19,825
213 Health	30	Purchase health services to include medical and dental	$ 500
	40	Purchase health supplies for mini-physicals	200
		TOTAL	$ 700
221 Improvement of Instruction	30	Provide trainers to conduct inservice training	$ 200
	30	Reimbursement for travel for trainers	50
		TOTAL	$ 250
		PROJECT TOTAL	$ 20,775